



Notes





## II. PROFESSIONAL DEVELOPMENT ROLES AND RESPONSIBILITIES

### A. Support For Professional Development

Since members of the community have the right to expect school improvements as a result of professional development, it is important that administrators, Professional Development Committees (PDCs), and teachers use professional development monies prudently. It is critical that professional development monies be used to support only those results-driven, high quality professional development activities which support the school district's current Comprehensive School Improvement Plan (CSIP). Unless professional development activities improve teaching practices and student learning, they should not be scheduled. The best way to demonstrate to the public that professional development for teachers is important to the success of students is to document evident that student learning correlates to professional development received.

### B. Role of the Department of Elementary and Secondary Education (DESE)

The Department's role is to model effective professional development meetings, workshops, and conferences while supporting statewide school efforts for improving and implementing professional development. The Department provides support through state funding, state initiatives and technical assistance.

### C. Role of the School Board

Local school board commitment is essential to the success of the professional development program. If not already accomplished, each board should adopt a written policy that clearly states its commitment to professional development for beginning and practicing teachers which leaves no doubt that it values professional development. In addition, district policy should reflect the district's vision for ongoing, systematic professional development that improves and aligns curriculum, instruction, and assessment.

**The board's professional development policy should support the Professional Development Committee (PDC) as they plan and provide professional development opportunities designed to meet objectives of the district's Comprehensive School Improvement Plan (CSIP).** The policy should address the following:

- the Professional Development Committee (PDC)
- assessment of teachers' needs and instructional concerns
- implementation of plans to meet those needs
- beginning teacher programs
- professional development plans for new teachers



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- the expectation that Missouri teacher-training institutions will provide follow-up for beginning teachers

*(Model School Board policies can be found in Appendix D.)*

### D. Role of the Administration

Professional Development Committees (PDCs) are not intended to replace principals or district administrators as instructional leaders. The committees should work with principals and other administrators to meet teachers' needs and help move schools closer to their instructional goals. Administrators are encouraged to support staff in the use of appropriate data.

In Professional Learning Communities at Work (Richard DuFour and Robert Eaker, p. 199), the tenth guideline on "The Role of the Principal in a Professional Learning Community" states:

"Recognize that continuous improvement requires continuous learning. Principals of professional learning communities understand that the continuous improvement of a school requires ongoing learning on the part of all the people within it. Therefore, they are committed to the professional development and renewal of each staff member. They are attentive to the content, process, and context of effective professional development practices. They help to establish external resources and networks that support and stimulate innovation in the school. They work with staff to ensure that opportunities for learning are not limited to special events or programs but rather are embedded in the daily work routine. They understand that developing the ability of others is one of their most important responsibilities."

The importance of principals in the professional development process cannot be overlooked. Principals can be the key to creating optimal conditions for teacher learning and student learning. According to Ann Lieberman (1995) principals should collaborate with teachers as partners, support teachers and "create opportunities for them to grow." Professional Development leaders at all levels recommend that teachers and principals work together on Professional Development Committees (PDCs), to determine the needs of teachers and administrators alike..

A staff development program cannot be effective without active involvement of school administrators. The administration is responsible for working with and helping the board of education establish goals and objectives for the district. In fulfilling this responsibility, the administration must solicit input from all those who make up the educational community, so that goals and objectives can most effectively address the needs of the district.



The Interstate School Leaders Licensure Consortium (ISLLC) in: Standard 2 states:

“A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.”

Significantly improved student learning does not occur simply because various faculty members participate in staff development activities. Noticeable improved student learning will only come about as a result of clearly defined learning objectives; a carefully designed plan of action involving all affected educators; performance assessment strategies; and appropriate follow-up activities. Facilitating a collaborative planning process that includes teachers, principals, superintendents, and other stakeholders is essential to achieving maximum results. Role issues must not detract from the ultimate goal of improved student learning. All educators must be active learners in the effort to improve student achievement.

## **E. Role of the Professional Development Committee (PDC)**

### **1. Structure And Membership**

The Excellence in Education Act requires each school district to have a Professional Development Committee (PDC). PDCs must work in collaboration with teachers and administrators for continuous school improvement. Some districts, particularly large ones, may choose to have a PDC for each building with one member selected from each committee to serve on the district committee. There is no required number of members for the building committees or the district committee. The number of members will vary with the sizes of schools and districts. Ideally, it is desirable to have all disciplines and grade levels represented, but is often impossible to do so.

Although the law does not specify qualifications for committee members, criteria for Professional Development Committee (PDC) membership can be included in the district's professional development plan or guidelines. For example, the PDC may require that members be certificated since professional development monies are spent on certified staff only.

If it is not practical for Professional Development Committee (PDC) members to be chosen by the faculty as a whole, members could be nominated and elected by colleagues within specific levels and/or disciplines. Subcommittees of the PDC may be elected the same way. It is advisable that at least one subcommittee member serve on the district PDC.

Although committee members must be elected by teachers, teachers may elect the district staff development director and/or other administrators to serve on the committee. In such cases, the staff development director or administrators would be voting members. Otherwise, an administrator should serve on the



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committee as an ex-officio member with no voting privileges. Active involvement of school administrators is important to the implementation of successful staff development programs. This practice promotes communication and should expedite the work of the committee.

Professional Development Committee (PDC) and subcommittee members should elect a chairperson. They may also choose to elect a vice chairperson and a recordkeeper. The PDC should meet as often as needed.

The term of Professional Development Committee (PDC) membership is not specified in the law. Some committee members serve three-year, staggered terms. Some districts recommend that committee members serve at least one year and no more than three staggered terms. New members could be elected in December or January, trained in February or March, and begin service in April. This timeline would provide continuity and give the committee time to plan for the next school year.

**Since the law does not specify exactly how the Professional Development Committee (PDC) is to be structured, it becomes important for the committee to develop organizational procedures. Consider the following:**

- The number of members on the committee.
- When members should be elected.
- Whether membership is to be proportional/representational of the certificated staff in the district, building, and/or grade levels.
- The process to be used to nominate and elect Professional Development Committee (PDC) members.
- The length of term members will serve.
- Whether there will be a term limit on any level of participation.
- The specific job functions for Professional Development Committee (PDC) officers. (chair, vice-chair, secretary, etc.)
- When and how the election process for the teacher representatives will occur.
- Whether a standing elections sub-committee is needed.
- Whether there will be ex-officio members; and if so, how will they be selected and what will their role be on the committee.
- How the Professional Development Committee (PDC) will maximize collaboration with the administration.
- How often and where the Professional Development Committee (PDC) will meet.
- Whether a building-level Professional Development Committee (PDC) will be needed to determine specific building needs; if so, how membership on those committees will be established.
- Whether funds should be allocated to individual buildings.

*(Refer to Appendix F for sample plans reflecting committee structures).*



**Those who serve as Professional Development Committee (PDC) members should know or come to know:**

1. How to identify the roles and responsibilities of the Professional Development Committee (PDC) and how members interface with other “key” people in the district as they relate to the professional development process and plan.
2. How to develop and use effective communication skills, conflict resolution skills, and collaboration strategies with teacher colleagues and administrators.
3. How to consistently treat individuals and teams fairly while employing sound ethics and maintaining confidentiality.
4. How to assess, prioritize, and align the professional development needs and mandates of the teachers, school sites, district, and state.
5. How to access high quality resources to provide services and information to the district.
6. How to incorporate research-based “best practices” into curriculum, instruction, and staff training.
7. How to design and use evaluation strategies to review and refine professional development plans and activities.

## 2. Member Training

If Professional Development Committees (PDCs) are to be effective, they must plan, implement and evaluate their professional development programs. To accomplish this they may wish to seek help from one or more of the following services: the RPDC ([www.morpd.org](http://www.morpd.org)); The Leadership Academy PD Series; PD 101 at [www.cite.nwmissouri.edu](http://www.cite.nwmissouri.edu); the Show Me Professional Development Conference; colleges; universities; associations; and organizations.

The topics for Professional Development Committee (PDC) member training may include:

- ☐ The **roles and responsibilities** of committee members in assisting both beginning and practicing teachers defined by statute and district policy. In addition, the roles of other key people in the professional development process should be discussed.



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- ☐ **Guidelines** and suggestions for effective group interaction including the committee's role in improving communication among teachers, administrators, and higher education representatives. Conversations, panel discussions, and round table discussions could be planned.
- ☐ The **ethical responsibilities** of members including the need for confidentiality.
- ☐ Effective **assessment methods** for determining learning needs of practicing teachers, and how to use assessment information to establish priorities.
- ☐ Good **resources** (people and publications) that provide information and services related to professional development. For example, the *Standards for Staff Development* from the *National Staff Development Council* (NSDC) are an excellent resource for Professional Development Committee (PDC) member training. (*See Appendix G-1*)
- ☐ Effective **tools** for evaluating professional development activities in order to promote teacher development and improve student learning.
- ☐ An overview of **theoretical foundations of teaching and learning** to help committee members design programs for their districts.
- ☐ **Needs** identified in the district's Comprehensive School Improvement Plan (CSIP).
- ☐ National, state, and district **models of school improvement**.
- ☐ **Case studies** of best practices.
- ☐ **Characteristics** of effective staff development.
- ☐ **Effective models** of staff development.
- ☐ Principles of **adult learning** and **group dynamics**.
- ☐ Stages of **change**.
- ☐ Data based **decision-making**.



## F. RESPONSIBILITIES OF THE PROFESSIONAL DEVELOPMENT COMMITTEE (PDC)

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### 1. Missouri's Mandate

Professional Development Committees (PDCs) were first created by the Excellence in Education Act of 1985 (Sections 168.400.4(1)(2) & f, RSMo.). *(The text of this law can be found in Section I of this document).* School districts' Professional Development Committees (PDCs) were charged with four major responsibilities in this law:

- Identify instructional concerns and remedies for beginning and experienced teachers;
- Serve as a confidential consultant upon a teacher's request;
- Assess faculty needs and develop in-service opportunities for certified school staff; and
- Present to the proper authority, faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district. The proper authority to approach with suggestions, ideas, and recommendations about instruction varies from district to district depending on who coordinates curriculum.

The concept of **confidential consultant** requires some discussion. The district-level committee is charged with helping teachers grow professionally. Any committee-teacher interaction should be characterized by trust not secrecy. Thus, matters discussed by a teacher and the Professional Development Committee (PDC) would be held in confidence, but would not be considered "privileged information." The courts have ruled that only doctors, lawyers, and clergy have a legal right to privileged information.

With the passage of The Outstanding Schools Act of 1993 (SB380), Professional Development Committee (PDC) responsibilities changed from an emphasis on meeting individual teacher needs to meeting district needs as identified in the district's Comprehensive School Improvement Plan (CSIP). Also, rather than presenting suggestions, ideas, and recommendations to the proper authority, this bill specifically directs the PDC to consult with the administrator(s) and then obtain board approval.

Professional development has become a priority in Missouri schools as evidenced in the financial support mandated by law. *(The current law is quoted in Section I of these guidelines).* According to The Outstanding Schools Act of 1993 (SB380), some of the responsibilities of Professional Development Committees (PDCs) include:





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- ☐ Consulting with administrators,
- ☐ Determining purposes for expending professional development monies,
- ☐ Securing school board approval for expenditures that meet district's Comprehensive School Improvement Plan (CSIP) objectives,
- ☐ And expending at least seventy-five percent of the annually allotted money for professional development no later than June 30 of the current fiscal year.

*(Additional information regarding budget is provided in Section III).*

## 2. Discussion of Professional Development Committee (PDC) Responsibilities

The purpose of a Professional Development Committee (PDC) is to ensure that the yearly Professional Development Plan (PDP) for teacher growth and development align to the yearly goals of the district's Comprehensive School Improvement Plan (CSIP). The responsibilities listed in the law could be expanded to include the items in the following list:

- ☐ Implement beginning teacher assistance program.
- ☐ Work collaboratively with administrators to develop a district professional development plan that will be presented to the board of education for approval.
- ☐ Align the plan with the professional development budget.
- ☐ Determine instructional needs.
- ☐ Communicate results of instructional needs assessment to total staff.
- ☐ Read, study, and discuss research on instructional practices and quality professional development.
- ☐ Based on this information and in consultation with administrators, design professional development programs to meet those needs.
- ☐ Communicate the final plan to the total staff (teachers and administrators).
- ☐ Deliver the staff development programs or arrange for their delivery.
- ☐ Evaluate the effectiveness of programs and implement appropriate suggestions.
- ☐ Serve as confidential consultant to teachers when requested.
- ☐ Research other district professional development funding and blend funds currently available within the district for coordination of resources.



### 3. Outline of Responsibilities

#### (A) Needs Assessment

Experts recommend that a needs assessment be viewed NOT as a simplistic time-specific, task-specific activity such as a survey. Rather it should be considered as a continuous, data-driven, and ever-changing means of keeping the district responsive to current and future needs. The frequency, the methods, and the scope of the assessment need to be considered within the perspective of need, time, resources, and other district initiatives (i.e. new curricula, Missouri School Improvement Program (MSIP) concerns and reports). A broad, comprehensive process may take as long as six to eight months and should be implemented every few years. Intervening assessments may be very focused and specific involving considerably less time and collection of information. Routine, general assessments often have a negative effect on staff and provide minimal value to the Professional Development Committee's (PDC's) work.

Regardless of the scope and breadth of the assessment, the following steps should be considered:

#### (1) Establish domains. What need areas will be considered?

- (a) Communication/information. (Is information available and appropriately communicated among and between administrators, school board members, staff, parents, patrons, and students?)
- (b) Content/instruction. (What do we teach and how do we teach it?)
- (c) Student performance/achievement. (Are all students learning and achieving?)
- (d) Resources and utilization. (What quantity and quality of resources are available and how well are they being used?)
- (e) Organization. (How well are we using time, personnel, space, etc. in our classrooms, schools, and district?)
- (f) Climate. (How do all members of our community feel about their work, roles, and relationships in the district? What level of commitment is evident?)

#### (2) Determine the population from which to collect data. Who are the people affected by the results of this needs assessment?

- (a) Certificated staff
- (b) Support staff
- (c) Parents
- (d) Students
- (e) Other community members



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**(3) Determine data collection procedures.** How will we collect the needed data?

It should be noted here that the charge for this task is the responsibility of the Professional Development Committee (PDC), and as part of that responsibility they should become knowledgeable about the variety of assessment sources and the techniques possible for gathering multiple measures of data as they plan for improved instruction and higher student achievement.

It should also be noted here that a frequently forgotten area in the collection design is the lack of any “strength” assessment data. It is important to provide this data if a district is to know, celebrate, and build on the strengths of its schools, staff, students, and community.

- (a) Interviews are key. Individual and interactive groups can be led through this face-to-face question and discussion process.
- (b) Questionnaires/surveys can be designed to offer fixed, well framed questions appropriate to specific groups of stakeholders. These questions must also be appropriate to the scope and focus of the assessment.
- (c) Observations can be made of staff, student or procedural happenings, and specific data can be gathered in such areas as attitudes, interrelationships, timing, and location.
- (d) Archival material can provide already available information on a wide range of targeted areas such as student achievement, discipline and suspension statistics, dropout and transient rates, Missouri School Improvement Program (MSIP) data, resource inventories, personnel accreditations, library checkouts, etc. These data can also support and substantiate information obtained through other methods.

**(4) Collect, compile and analyze data.** How will we make sense of the data?

- (a) By using and connecting a variety of needs assessment instruments, the committee can develop a more accurate and total picture of the district as it is now, including needs and strengths.
- (b) Both individual and organizational patterns need to be assessed.

**(5) Identify nature and magnitude of needs.** What do we know from the data?

- (a) The importance of the revealed needs should be considered, as well as the discrepancy or “gap” between the existing state and the ideal state. Priority should be given to those needs that most directly correlate to student learning outcomes.
- (b) The Professional Development Committee (PDC) may need more information even after the assessment is conducted.



**(6) Prioritize needs.** Where do we begin?

- (a) Criteria for priority ranking should be set in terms that are consistent and relevant to the contextual criteria and goals of the district. Arbitrary criteria that come from political pressures, lobby groups or special interest groups should not rule the process.
- (b) While prioritizing needs is a necessary step for program planning and utilization of resources, it does not mean that only those needs “on top” get attention. It is not necessary to completely meet one need before addressing others. Often needs can be addressed without large allocations of time and resources. The committee should seek ways to address as many needs as possible, especially needs related to teaching and learning.

**(7) Set objectives and desired outcomes.** What do we want to see happen?

- (a) The improvement outcomes and objectives should be linked directly to the assessment data.
- (b) The activities should ultimately impact student learning and achievement.

**(8) Design professional development activities/programs to achieve outcomes.** How will we accomplish our desired outcomes?

- (a) Before designing activities and/or programs, it is critical to consider these questions: Why does this need exist? What are the results we hope to achieve through focused professional development to meet this need? What follow-up steps are necessary? Without inquiry the activities and programs designed may be superficial and ineffective.
- (b) As the committee designs activities and programs, it should incorporate on-going methods of evaluation. The results will provide important data for the next assessment and will be a means for linking student achievement to professional development.
- (c) The committee should consider a variety of professional development options in its design. Not all outcomes can be accomplished with a workshop.
- (d) Follow-up activities should be planned and implemented to reinforce teacher learning that can be tied to student learning outcomes.

**(9) Communicate the needs assessment results to all stakeholders, linking those results to the desired outcomes of the recommended professional development program.**



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### (B) Beginning Teacher Assistance

Missouri Mandates and Teacher Certification require professional development programs for beginning teachers who have no prior teaching experience. Collegial support and practical assistance is needed to help beginning teachers improve skills, increase student success, and remain in the profession. Legal requirements/provisions for beginning teachers include:

#### (1) Professional Development Plan

According to the law, school districts must provide a “professional development plan” for each faculty member who has no teaching experience. A district may delegate this responsibility to the Professional Development Committee (PDC). This plan should be generic in nature, and used as a guide. The mentor will help the beginning teacher develop a specific Individual Professional Development Plan (IPDP).

The plan must address the beginning teacher’s first two years in the classroom. The goals identified in the plan should relate, in part, to the district’s evaluation criteria. The plan also may reflect educational research on effective teaching. However, the purpose of the professional development plan is to assist, not to evaluate, the beginning teacher. The plan must respond to individual needs and take into account the fourth-year college assessment, if provided.

The beginning teacher’s mentor should initiate preparation of the professional development plan. This process should begin as soon as the new teacher is hired by the district. Subsequent planning between the mentor, the building principal, and the beginning teacher should occur prior to or during the first month of the school year. The plan may include goals in areas such as classroom management, understanding district policies, and use of curriculum guides, equipment, and materials.

When appropriate, usually at the beginning of the second semester, the beginning teacher should revise the original professional development plan, tailoring the new goals to his or her needs. To do this, the mentor will meet with and counsel the beginning teacher as needed. Release time and/or compensation for the mentor is encouraged. A professional development team or triad will be formed to help the beginning teacher with the process. This team or triad will consist of the principal, the mentor, and the mentee. The beginning teacher should continue to adjust the plan as experience is gained during the first two years on the job. **Continuing teacher certification in Missouri requires the plan for 10 years.**



Copies of the initial plan and revisions should be kept on file. The Professional Development Committee (PDC) will want to develop a system to monitor the completion of the plan so proper reporting of progress can be established.

Discussions about a professional development plan and a mentoring plan applies to all teachers who have had no teaching experience, including teachers teaching with provisional certification. All Professional Certificate I (PC I) requirements apply to teachers with provisional certification except the 30 clock hours of professional growth which cannot begin until the teacher is no longer teaching on a provisional certificate.

*(A sample Individual Professional Development Plan (IPDP) for first and second year teachers can be found in Appendix E).*

## **(2) Mentor Teachers**

The Excellence in Education Act of 1985 suggests and the rule for teacher certification (5 CSR 80-800.010) requires that beginning teacher support systems include an entry year mentor program. A second year mentoring program is recommended.

A mentor teacher has been described as a “coach, trainer, positive role model, developer of talent, [and] opener of doors.” The mentor teacher is a “helper,” not an “evaluator.” Discussions between the mentor and the mentee should remain confidential.

Although the law does not specify eligibility criteria, districts may wish to consider several factors when selecting mentors. Experienced teachers who have demonstrated success in the classroom, are open to continued training, and have a positive attitude toward mentoring should be recruited as mentor teachers. Ideally, a mentor would be a faculty member with certification and experience in the same area as the beginning teacher or one teaching at the same grade level as the beginning teacher. Small neighboring districts may consider cooperating to arrange beneficial mentor relationships.

Collaboration should occur between building-level or district-level administrators and the Professional Development Committee (PDC) in making mentor assignments. In some districts the principal identifies and asks teachers to serve as mentors, but it is recommended that the selection be made collaboratively. After selection, the PDC has the responsibility to train mentors in order to help them meet the needs of new teachers. This training might be enhanced by using mentoring programs developed by teacher organizations.



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Thorough, consistent development and continuing support of mentor teachers is very important to the success of the program. A district's Professional Development Committee (PDC), in cooperation with the district's administration, should design, implement and evaluate the mentor program. The program for mentors should address these topics:

- ⇒ The role and responsibilities of the new teacher's professional development team: the new teacher, the mentor teacher, and the supervisor (typically the building principal)
- ⇒ Coaching and counseling techniques
- ⇒ The format and content of the professional development plan (the district and school improvement plans must be considered)
- ⇒ Teacher evaluations including content and process
- ⇒ Problem-solving strategies
- ⇒ Listening and inquiry skills
- ⇒ Resources (people and publications) available to beginning teachers at the district, higher education, regional, and state levels
- ⇒ Peer coaching
- ⇒ Current theories and models of instruction and classroom management

In certain cases, it may be advisable to reassign mentor teachers. For example, if a new teacher wants to work in a second area of certification, a new mentor in that area could be assigned. More importantly, major personality differences or disagreements between a beginning teacher and mentor warrant assignment of a new mentor. In such cases, the principal and the Professional Development Committee (PDC) must work together to protect the dignity of those involved.

Contact your local Regional Professional Development Center (RPDC) for assistance and resources. (*Refer to Appendix K*).

### (3) Higher Education Assistance

According to the Excellence in Education Act of 1985, beginning teacher assistance programs **“shall include assistance from the teacher education program which provided the teacher's training if such training was provided in a Missouri college or university.”** However, the Missouri Department of Elementary and Secondary Education (DESE) certification procedures will accept the provision of assistance from any teacher education program at a Missouri college or



university.

The type of assistance and how it is provided should be decided cooperatively by the school district and the higher education institution involved. The district personnel officer may request assistance by notifying the appropriate colleges or universities when graduates of their institutions are hired. Since some graduates will be teaching far from the Missouri institution that prepared them, all higher education institutions have developed reciprocal agreements for follow-up.

***(Missouri colleges and universities and their phone numbers are listed in Appendix M).*** The Missouri Department of Elementary and Secondary Education (DESE) certification procedures will accept reciprocal agreement from out of state higher education institutions.

### **(C) Practicing Teacher Assistance**

Once staff needs have been determined, the district's goals and objectives have been examined, and the district's Comprehensive School Improvement Plan (CSIP) studied, the Professional Development Committee (PDC) sets priorities and prepares a plan for addressing the identified needs and improving classroom instruction in the district. Before finalizing the plan, the Professional Development Committee (PDC) should make sure that the identified needs of the district's Comprehensive School Improvement Plan (CSIP) are incorporated into the overall Professional Development Plan (PDP). Traditionally, tuition reimbursement has been a common expenditure in professional development plans; however, it has rarely contributed to improved student performance. Today, the emphasis of a district professional development plan should be increased student achievement. The heart of the Professional Development Committee (PDC) work must be focused on school improvement as identified by the Missouri School Improvement Program (MSIP) standards, the local board of education goals and objectives, and indicators of student achievement and learning. ***(For further information pertaining to the specifics of the District Professional Development Plan (DPDP), refer to Appendix F).***

The National Staff Development Council (NSDC) published Standards for Staff Development in 1995. The standards are organized by *context, process, and content* at the elementary, middle, and high school levels. These standards provide a foundation upon which Professional Development Committees (PDCs) can assess, plan, design, and evaluate their work. ***(The NSDC standards can be found in Appendix G-1).***





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### (D) Communicating the Professional Development Plan to the Faculty

The Professional Development Committee (PDC) will disseminate the district's professional development plan to all staff. A copy should be available in each building. In addition, an ongoing update outlining goals, strategies, assessments, and budget should be made available to district staff.

#### Questions and Answers

**In collecting data to assess professional development needs, would it be appropriate to include discipline reports, drop out information, attendance (both teacher and student), resource inventories, transfers in and out of the district, library circulation, building inventories, etc.?**

Yes. This would all fall under the category of *Archival Material*. This information could help the Professional Development Committee (PDC) examine trends which may need addressing through their work.

**The district obligates the required 1% of its budget for professional development. At least 75% of that money must be spent during the current fiscal year for professional development, with the remaining 25% held over for the next year if not spent. The district determines they will only budget the required 75% of the 1% for professional development. They plan to use the remaining money for capital improvements. Is this acceptable?**

No. All of the 1% professional development monies must be spent for professional development.

**Can a principal serve as a mentor?**

Yes, but only in extreme circumstances. For example, the principal is the only one with a physics background who can mentor the teacher. In such cases, evaluation must be separated from mentoring. This mentoring relationship is not recommended; rather, a qualified teacher from a neighboring district might better serve as a mentor.